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# HOE VALLEY SCHOOL

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Person Responsible:	Head of Languages
Link Governor:	Dr L Van der Merwe
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*To be read in conjunction with the Teaching and Learning Policy*

### 1 INTRODUCTION

The term EAL describes a diverse group of learners who speak English as an Additional Language. The DfE defines EAL pupils as those who have been exposed to a language other than English during early development and continue to use this language at home or in the community.

At Hoe Valley School (HVS), EAL learners are students who have been exposed to a language other than English during early development and continue to use it in the home or community. Students for whom English is now their main language but who still have access to another language at home are referred to as *Community Language students*. These students are not classified as requiring EAL support.

Schools are required to assess the proficiency of EAL students across listening, reading, writing, and speaking using a five-point DfE scale.

This policy outlines Hoe Valley School's aims, objectives, and strategies to ensure that EAL students receive effective support, achieve high standards, and have their skills and contributions valued. It also raises awareness of the school's statutory obligations and provides clear guidance to support:

- Planning, teaching, and assessment procedures;
- The organisation and use of resources and strategies to meet the needs of EAL pupils;
- The raising of pupil achievement by ensuring full access to the curriculum.

#### **Specifically, we aim to:**

- Welcome and value the cultural, linguistic, and educational experiences that EAL students bring to the school;
- Ensure all staff are fully aware of EAL students' learning needs and implement best practices to support them in the classroom;
- Support EAL students in acquiring English and developing confidence and fluency in speaking, listening, reading, and writing to enable full curriculum access;
- Encourage and enable parental engagement to support student attainment;
- Systematically monitor students' progress and use data to inform curriculum planning and teaching strategies;

- Maintain students' self-esteem and confidence by recognising and valuing their home language skills, through activities such as:
  - European Week of Languages;
  - Culture Day;
  - Home language qualifications, where appropriate.

## **2 APPROACH: *whole-school ethos and universal classroom strategies.***

At Hoe Valley School, ensuring that EAL students can access the curriculum and make excellent progress is the responsibility of all staff. To achieve this, we will:

- Assess students promptly on entry to identify language proficiency and learning needs;
- Inform all staff of students' assessed proficiency levels and provide strategies to support integration and learning;
- Recognise and accommodate the silent period for newly arrived students, allowing time to absorb English and build confidence;
- Systematically introduce explicit vocabulary teaching to accelerate language acquisition, including technical language, everyday vocabulary, metaphors, and idioms;
- Deliver a broad and balanced curriculum that supports rapid language development;
- Provide additional processing time for spoken and written tasks, with extra time and support in assessments where appropriate;
- Group students strategically to ensure exposure to strong English models and positive peer support;
- Create inclusive classrooms that celebrate cultural diversity and individual identity;
- Recognise and value students' home languages, encouraging their use to explore complex concepts and strengthen cognitive skills;
- Identify students' existing strengths and support the transfer of knowledge, skills, and understanding from their first language to English;
- Provide targeted reading materials showcasing different uses of English across academic and social contexts;
- Use collaborative learning techniques to enhance engagement and peer interaction;
- Explicitly teach the structures of spoken and written English across subjects;
- Provide regular opportunities for meaningful discussion to develop speaking and writing skills.

The EAL Coordinator will lead regular whole-staff CPD sessions to consolidate and develop best practice in EAL pedagogy, ensuring that all staff are equipped to support language acquisition and curriculum access effectively. Through this whole-school approach, we ensure that EAL students are fully supported to access the curriculum confidently, both within the classroom and through additional targeted support where required.

## **3 ACCESS AND SUPPORT: INCLUSIVE PROVISION**

All students at Hoe Valley School follow a broad and balanced curriculum.

Where needed, EAL students are supported through:

- In-class assistance from teaching assistants to develop language skills and build confidence;
- Strategic seating and grouping to ensure exposure to strong English language models;
- The use of scaffolding strategies, visual aids, and bilingual resources to support comprehension;
- In-class support from trained Sixth Form mentors to provide additional language modelling and peer assistance;
- Adjustment of access arrangements, where appropriate, including additional processing time, use of bilingual dictionaries, and extra support in formal assessments.

For students requiring additional targeted support, short-term withdrawal sessions are provided during timetabled lessons. These sessions focus on:

- Building on students' experiences of language at home and in the community, ensuring complementary development of English and home languages;
- Expanding vocabulary through targeted teaching;
- Providing a variety of speaking, listening, and writing opportunities;
- Supporting writing development in both English and the student's home language, where appropriate;
- Facilitating opportunities to hear and use both languages, supported through the Languages Faculty's community work and the school's International Schools Status activities.

Support is personalised according to individual needs and is designed to enable swift reintegration into full classroom participation.

#### **4 INTERVENTIONS:**

##### **ADDITIONAL TARGETED SUPPORT FOR STUDENTS REQUIRING MORE THAN CLASSROOM ADAPTATION**

Targeted interventions are coordinated by the EAL Coordinator and are designed to accelerate language acquisition and enable full curriculum access.

At Hoe Valley School, every teacher is a teacher of EAL, and all staff are expected to personalise learning to meet the needs of EAL students.

Classroom teachers are responsible for ensuring that all pupils can participate fully in lessons. Where additional support is needed, the EAL Coordinator will arrange:

- Small-group intervention sessions to develop key language skills;
- In-class support from EAL-trained teaching assistants or Sixth Form mentors.

All EAL students have a Personalisation Profile detailing tailored teaching strategies, which are reviewed regularly to reflect progress and evolving needs.

For newly arrived students with little or no English, short-term withdrawal sessions provide intensive support in language acquisition and learning strategies, with the goal of reintegration into full curriculum access as swiftly as possible.

Members of the Personalisation Faculty have designated development time to work with Faculties in developing effective teaching strategies and resources for EAL pupils, ensuring sustainable and impactful practice across the school.

Before students join Hoe Valley School, they meet with the EAL Coordinator, who:

- Works with families to establish tailored support plans;
- Acts as the primary point of contact for the student and family throughout their time at HVS;
- May arrange a REMA interview to assess native language proficiency and inform support strategies.

Additional REMA support for families will be provided where required.

#### **5 ASSESSMENT**

The school registration form identifies students for whom English is an additional language. The Head of Personalisation liaises with primary feeder schools to ensure a smooth transition. Following this, students are assessed by the EAL Coordinator and assigned an overall proficiency band (A to E), which is recorded on the Management Information System (MIS) and the EAL register.

Schools are expected to make a "best fit" judgment across listening, speaking, reading, and writing. While students may demonstrate different levels across these individual skills, an overall proficiency stage is assigned to guide planning and support. The assigned proficiency level helps inform classroom strategies, personalised interventions, and ongoing tracking of progress.

The banding definitions outlined below provide the framework used by the school to monitor and assess EAL students' progress over time.

Further assessments may include:

- The New Group Reading Test (NGRT) to evaluate reading and comprehension skills;
- CAT4 testing to provide a broader snapshot of cognitive potential.

EAL students are assessed holistically by the EAL Coordinator and/or EAL Teaching Assistant, taking into account their language acquisition and wider learning potential. Band A, B, and C students also access the LEXIA programme to support reading development, with progress monitored through regular tracking.

EAL students' attainment and progress are recorded in line with whole-school assessment procedures. Ongoing communication between parents and the EAL Coordinator ensures that progress is reviewed regularly and additional support can be implemented as required.

EAL Stage	Name	Descriptor
A	New to English	Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings. Show emerging competence in basic oral expression. Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English. Demonstrate competence in managing basic, simple and isolated phrases. Learners working at band A will require considerable support to access curriculum content.
B	Early Acquisition	Show a developing autonomy in processing speech. Show emerging competence in the ability to respond verbally in interactions with others, Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning, Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
C	Developing Competence	Show developing independence in the use of basic listening skills needed to engage with learning. Demonstrate emerging competence in spontaneous expression and communication. Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks. Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
D	Competent	Apply listening skills over an increasing range of contexts and functions. Demonstrate competence in producing more varied and complex speech in a wider range of contexts. Engage with curriculum related reading activities independently and productively in different subject areas. Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar
E	Fluent	Demonstrate confidence in writing accurately and independently in a variety of genres. Engage with curriculum-related reading activities independently and productively in different subject areas. Show competence in fluent, creative use of spoken English. Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

## 6 RESPONSIBILITIES

### School Administrator

The School Administrator is responsible for obtaining, collating, and distributing information on new students with EAL to the EAL Coordinator. This includes:

- Languages spoken at home;
- Information from the previous school;
- Details on the level of English studied or used.

This information is verified by members of the Senior Leadership Team during welcome interviews for Year 6 students transitioning into Year 7, and by the EAL Coordinator during the Year 6 Transition Day.

Students who arrive during the academic year are assessed and screened for EAL support needs as soon as possible.

## **EAL Coordinator / EAL Teaching Assistants**

The EAL Coordinator oversees the provision and support for EAL students across the school. Their responsibilities include:

- Ensuring all staff involved in teaching EAL learners liaise regularly to share best practice and support strategies;
- Ensuring that parents and staff are fully aware of the school's policy for EAL students;
- Distributing relevant information on EAL students to all staff to enable appropriate classroom support;  
Providing ongoing training for staff in planning, teaching, and assessing EAL learners;
- Overseeing the initial assessment of students' English proficiency and coordinating ongoing assessment and progress tracking;
- Setting, monitoring, and reviewing targets for students on the EAL register;
- Providing guidance to staff on setting targets and planning differentiated support;
- Preparing Individual Education Plans (IEPs) where appropriate to meet individual learning needs;
- Monitoring the quality of teaching and learning for EAL students and ensuring consistently high standards;
- Reporting regularly to the Deputy Head Teacher on the effectiveness of EAL provision and the progress of EAL students;
- Identifying and monitoring any learning difficulties that may be masked by language acquisition needs;
- Regularly reviewing the effectiveness of EAL teaching and making necessary improvements.

This coordinated approach ensures that EAL students are supported systematically and are able to maximise their academic and personal development at Hoe Valley School.

## **All Teachers**

All teachers at Hoe Valley School are expected to:

- Be fully aware of students' EAL proficiency levels and individual learning needs;
- Use this knowledge effectively in curriculum planning, classroom teaching, resource selection, and grouping strategies;
- Ensure that all EAL students can access all aspects of the lesson, working with their assigned Sixth Form mentor where appropriate;
- Provide access to bilingual dictionaries and digital vocabulary resources where necessary;
- Recommend appropriate reading materials to support English language development outside the classroom, drawing from departmental loan collections where required;
- Ensure that access arrangements form part of a student's normal way of working, providing consistent support for classroom learning and formal assessments.

**The following appendices are included to support the effective implementation of this policy.**

**APPENDIX 1:**  
**Staff Quick Guide: Supporting EAL Students Day-to-Day**

**At Hoe Valley School, every teacher is a teacher of EAL. Day-to-day, you should:**

**Read and regularly refer to each EAL student's EAL Profile** to understand their proficiency level, specific needs, and recommended strategies.

Plan lessons that include:

- Visual aids (e.g., pictures, diagrams, mind maps);
- Scaffolding (e.g., sentence starters, writing frames);
- Opportunities for speaking and listening.

Explicitly teach key vocabulary, including:

- Subject-specific technical terms;
- Everyday classroom language;
- Metaphors and idioms.

Group EAL students strategically so they can model and hear strong English from their peers;

Allow additional processing time for thinking, speaking, and writing tasks;

Differentiate questions and tasks according to students' language levels;

Provide bilingual dictionaries or online resources where appropriate;

Encourage the use of home languages to support complex thinking where possible;

Regularly check understanding through verbal and visual feedback, not just written tasks;

Ensure that access arrangements (e.g., additional time, bilingual dictionary use) are embedded into everyday learning practice;

Recommend wider reading and encourage independent learning using accessible materials (department loan books available if needed);

Celebrate students' linguistic and cultural backgrounds during curriculum events (e.g. European Week of Languages, Culture Day);

Liaise with the EAL Coordinator and/or EAL Teaching Assistants if you notice any concerns around language development, learning, or well-being.

**Guide for Parents: English as an Additional Language (EAL) Support at Hoe Valley School**

At Hoe Valley School, we are proud of our diverse community and welcome students who speak many different languages. We recognise that learning in a new language is challenging. We work closely with students, families, and staff to ensure every EAL student achieves their full potential.

**Our aim:** We want every EAL student to feel confident, included, and successful at Hoe Valley School, and to leave us proud of their multilingual achievements.

**What we do:**

- All students follow a full and balanced curriculum.
- We assess each EAL student's English language level when they arrive and regularly track their progress.
- EAL students receive classroom support and, where needed, small-group or individual help.
- We celebrate students' home languages and cultural backgrounds through events such as Culture Day and the European Week of Languages.
- Parents are kept informed of their child's progress through regular communication with the EAL Coordinator.
- We encourage students to maintain and value their home language while developing their English skills. We will support them take a GCSE in their home language if one is available.

**What Parents Can Do to Help**

You are a vital part of your child's success! Here are some ways you can help:

- Encourage your child to continue using their home language at home - being bilingual is a huge advantage.
- Talk with your child about their learning every day, in whichever language feels most comfortable.
- Read together regularly - books, newspapers, magazines, or online articles. Reading in any language builds skills.
- Ask your child to explain what they are learning at school - it helps develop their vocabulary and confidence.
- Make sure your child attends school every day and arrives on time - good attendance is very important.
- If you speak English as well, practice a little conversation in English at home too.
- Stay in regular contact with your child's teachers and the EAL Coordinator - we are here to support you.
- Take part in school events such as Culture Day or the European Week of Languages if you can - we would love to celebrate your child's background with you.